

# Pupil premium strategy statement – St. Luke’s CE Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	440 –October 24 Census
Proportion (%) of pupil premium eligible pupils	40% (177 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027 <b>Year 1 24/25</b> Year 2 25/26 Year 3 26/27
Date this statement was published	Dec’24
Date on which it will be reviewed	Nov’25
Statement authorised by	Tim Delves
Pupil premium lead	Nuala Heslop
Governor	Dave Myring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,750 +£2713 EYFS
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£278,463</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Luke's we have a hardworking and dedicated school team, committed to a distinctively Christian experience, which is encapsulated by our core values of Faith, Community, Aspiration, Wisdom and Compassion. We have an established and experienced senior leadership team and a nurturing, family ethos.

We are a larger than average primary school, based in Weaste, Salford and our pupil base is higher than average in terms of deprivation, which shows in our pupil premium percentage ( 40%). 37.6% of our pupils speak English as an additional language. Our children start school with very low-level language skills. We are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area. We believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and strive to ensure our parents are fully engaged in their child's education journey. There is a collective understanding of the impact of disadvantage on pupils' learning and staff have the ambition for all our pupils to achieve strong outcomes and they all fully understand the part they play in addressing educational disadvantage. There is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing and supportive monitoring and quality assurance. Our leads give time for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. This is targeted in EYFS and KS1, with a focus on improving teaching and learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Oral Language Skills and Vocabulary</b> Assessments, observations, and discussions with pupils, parents and professionals indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. <i>Wellcomm</i> data shows pupils joining us with a low level of language
2	<b>Reading and Phonics</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and phonics than their peers do. This negatively influences their development as readers.
3	<b>SEMH</b> Observations and discussions with pupils and families have identified social and emotional issues for many pupils and families, impacting on learning. These findings are supported by national studies. In addition, we are experiencing a rise in numbers of SEN pupils with increasingly complex needs.

4	<p><b>Attendance and Persistent Absentees</b></p> <p>Our attendance data remains below national (93%, 91% disadvantaged) therefore still remain a challenge.</p>
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### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																												
<p><b>Oral Language Skills and Vocabulary</b></p> <p>Improved oral language skills and vocabulary among all pupils, as well as disadvantaged.</p>	<p>Assessments and observations of Reception pupils indicate significantly improved oral language among all pupils, with a continued closing of the gap between all and disadvantaged;</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d9e1f2;">Wellcomm Data for Reception Pupils on entry (September)</th> <th colspan="3" style="background-color: #d9e1f2;">Wellcomm Data for Reception Pupils on exit (June)</th> </tr> <tr> <th style="background-color: #d9e1f2;"></th> <th style="background-color: #d9e1f2;">All Pupils Passed</th> <th style="background-color: #d9e1f2;">Disadvantaged Pupils Passed</th> <th style="background-color: #d9e1f2;">All Pupils Passed</th> <th style="background-color: #d9e1f2;">Disadvantaged Pupils Passed</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">24/25</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Wellcomm Data for Reception Pupils on entry (September)		Wellcomm Data for Reception Pupils on exit (June)				All Pupils Passed	Disadvantaged Pupils Passed	All Pupils Passed	Disadvantaged Pupils Passed	24/25																	
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<p><b>Reading and Phonics</b></p> <p>Improved Phonics and reading outcomes for all Year 1, Year 2 and Year 6 children, as well as disadvantaged. Aim for in line/exceeding national.</p>	<p>Year 1 Phonics Screener, KS1 and KS2 reading show a consistent rise, year on year, in all pupils' attainment, and a closing of the gap with disadvantaged pupils, ensuring we at least match national.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="4" style="background-color: #d9e1f2;">Year 1 Phonics Screener</th> </tr> <tr> <th style="background-color: #d9e1f2;">Table 3</th> <th style="background-color: #d9e1f2;">All</th> <th style="background-color: #d9e1f2;">Disadvantaged</th> <th style="background-color: #d9e1f2;">National All/Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">24/25</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="background-color: #d9e1f2;">KS1 Reading</th> <th style="background-color: #d9e1f2;">All</th> <th style="background-color: #d9e1f2;">Disadvantaged</th> <th style="background-color: #d9e1f2;">National</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">24/25</td> <td></td> <td></td> <td style="background-color: #d9e1f2;"></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">KS2 Reading</th> <th style="background-color: #d9e1f2;">All</th> <th style="background-color: #d9e1f2;">Disadvantaged</th> <th style="background-color: #d9e1f2;">National</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">24/25</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year 1 Phonics Screener				Table 3	All	Disadvantaged	National All/Disadvantaged	24/25				KS1 Reading	All	Disadvantaged	National	24/25				KS2 Reading	All	Disadvantaged	National	24/25			
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<p><b>SEMH</b></p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, parent surveys, teacher observations and CPOMS logged incidents; with logged SEMH related behaviour incidents being reduced;</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th colspan="3" style="background-color: #d9e1f2;">SEMH Incidents</th> </tr> <tr> <th style="background-color: #d9e1f2;"></th> <th style="background-color: #d9e1f2;">All</th> <th style="background-color: #d9e1f2;">Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">24-25</td> <td></td> <td></td> </tr> </tbody> </table>	SEMH Incidents				All	Disadvantaged	24-25																					
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<p><b>Attendance and Persistent Absentees</b></p> <p>To achieve and sustain improved attendance for</p>	<p>The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.</p> <p>The percentage of all pupils who are persistently absent being in line with national (currently 15%) and the figure among disadvantaged pupils being no lower than their peers.</p>																												

all pupils, particularly our disadvantaged pupils.	Attendance					
	St. Luke's CE School		LA		National	
	All	Disadvantaged	All	Dis	All	Dis
	24-25					
	Persistent Absentees					
	St. Luke's CE School		LA		National	
	All	Disadvantaged	All	Dis	All	Dis
	24-25					

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £142,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mentoring and Coaching</b> Teaching and Learning Lead – Assistant Head, to train, mentor, coach and support all teaching staff (working with SLT members)	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. <a href="#">EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Developing language in Early Years (earlyexcellence.com)</a>	1,2
<b>Developing high quality teaching, assessment and curriculum which responds to the</b>	<a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a>  <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1,2

<p><b>needs to the pupils</b></p> <p>Enhancement of our curriculum and maths planning in line with DfE and EEF guidance, through the appointment of a curriculum lead</p> <p>Fund curriculum leader time to work with the Trust's Maths Hub.</p>		
<p><b>Technology and other resources to support high quality teaching and learning;</b></p> <p>Hardware to support delivery of IT Curriculum (Ipads) Widgit, Clickr, Tapestry</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1697606751">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1697606751</a></p>	<p>1,2</p>
<p><b>Technology and other resources to support high quality teaching and learning;</b></p> <p>Phonics/Reading books to enhance current Phonics programme and Early Reading offer</p>	<p><a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p><b>Professional Development</b></p> <p>Term2 Term – School Improvement support</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1,2</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £73,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Intervention to support language development, literacy and numeracy</i></b></p> <p>Prioritising the development of communication and language by employing a Speech and Language 2 days a week - assesses, targets and Supports individuals.</p>	<p>Speaking and listening are low for many children on entry to EYFS.</p> <p><a href="#">Oral Language Toolkit</a></p>	1,2
<p><b>One to one, small group academic tuition</b></p> <p>The Bursary Foundation</p>	<p><a href="https://register-of-charities.charitycommission.gov.uk/charity-search/-/charity-details/5122924/accounts-and-annual-returns">https://register-of-charities.charitycommission.gov.uk/charity-search/-/charity-details/5122924/accounts-and-annual-returns</a></p>	1,2
<p><b>Educational Psychologist</b></p> <p>Individual pupil assessments and supporting with classroom strategies within the classroom</p>	<p><a href="#">Cognitive Science Approaches within the classroom</a></p>	1,2,3
<p><b>School led Tuition Top Up</b> Additional phonics and reading sessions targeted at educationally disadvantaged pupils who require further support.</p>	<p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £83,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting Attendance</b></p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	4

Raising the profile amongst all stakeholders – rewards and incentives	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	
<b>Supporting pupils' social, emotional and behavioural needs</b> Pastoral Support Worker – supports pupils by providing emotional guidance. Also provides advice and training/support to staff.	Effective Safeguarding Team – PSW works as an effective and intricate part of our safeguarding team.  22-23 pupil and teacher voice continues to show that the impact of PSW is effective in ensuring pupils engage in their learning in a more productive way following regular input.	3,4
<b>Supporting pupils' social, emotional and behavioural needs</b> Place 2B -providing support for pupils to express themselves in different ways through talking, creative work and play	<a href="https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/">https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/</a>	3,4
<b>Supporting pupils' social, emotional and behavioural needs</b> School Dog	<a href="https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/">https://senadgroup.com/the-amazing-benefits-of-a-school-dog-or-how-to-get-through-those-ruff-days/</a> <a href="https://www.ucl.ac.uk/educational-psychology/resources/CS1Wheatley_19-22.pdf">https://www.ucl.ac.uk/educational-psychology/resources/CS1Wheatley_19-22.pdf</a>	3,4
<b>Supporting pupils' social, emotional and behavioural needs</b> PE Teacher providing sport sessions with SEMH pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3,4

**Total budgeted cost: £299,733**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

23-24

#### **Challenge 1 - Oral Language Skills**

Wellcomm Data for Reception Pupils on entry (September)			Wellcomm Data for Reception Pupils on exit (June)	
Table 1	All Pupils Passed	Disadvantaged Pupils Passed	All Pupils Passed	Disadvantaged Pupils Passed
21/22	24%	27%	50%	71%
22/23	23%	12%	82%	82%
23/24	27%	27%	64%	53%

Table 1 shows that on entry in September 2021, our disadvantaged children were in line with all children. Research suggests that the language skills in particular, of these younger children has been impacted by the pandemic. Exit data shows, our disadvantaged children have made good progress compared to all. On entry in September 2022, our disadvantaged children were significantly lower than 'all', but made good progress. 23/24 cohort shows a reduction in Disadvantaged pupils passing in June '24 (53%) However, those **pupils** who did not pass are on the Neurodevelopmental pathway, known to SALT or have complex Communication & Interaction needs. This further highlights our increasing complex SEND pupils. **This continues to be an area of challenge and will again be a targeted area in our Pupil Premium Strategy 2024-27.**

Table 2	Speaking			
	Baseline (September)		July	
	All	PP	All	PP
21/22	3%	0	72%	67%
22/23	22%	40%	73%	83%
23/24	41%	33%	74%	69%

Table 2 shows that on entry, our children's speaking in an area for concern. It has steadily improved over the last 3 years, on entry, with good progress being evident. **Oral language skills continues to be a challenge for our pupils and will continue to be a targeted area in our Pupil Premium Strategy 2024-27.**

#### **Challenge 2 - Reading and Phonics**

Year 1 Phonics Screener			
Table 3	All	Disadvantaged	National All/Disadvantaged
21/22	70%	62%	75%/62%
22/23	78%	67%	79%/67%
23/24	76%	90%	80%/68%

Table 3 shows that for the 2 years we have been close to national average. Over the last 3 years we have targeted our phonics teaching in EYFS and KS1, ensuring fidelity to the scheme and targeted support for individuals in phonics and reading. In 23/24, our disadvantaged pupils performed well above national. **This journey will continue, and so this will continue to be a targeted area in our Pupil Premium Strategy 2024-27.**

Key Stage 1 Reading						
Table 4	(21-22) Disadvantaged - 33 pupils Cohort - 61 pupils (22-23) Disadvantaged 21 pupils Cohort 59 (23-24) Disadvantaged – 20 pupils Cohort - 60 pupils		LA		National	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
21/22	57%	45%	61%	45%	67%	51%
22/23	58%	52%	-	-	68%	54%
23/24	60%	55%	64%	-	68%	-

Key Stage 2 Reading Attainment						
Table 5	(21-22) Disadvantaged - 27 pupils Cohort – 60 pupils (22-23) Disadvantaged - 21 pupils Cohort – 60 pupils		LA		National	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
21/22	63%	52%	72%	62%	73%	62%
22/23	56%	55%	69%	57%	73%	60%
23/24	63%	55%	71%	63%	74%	62%

Table 4 and Table 5 both show that our reading results over the last 3 years are on the rise but still not in line with national. It is essential that more of our pupils are 'expected' by the end of KS1 and KS2. **Reading will continue to be a targeted area in in our Pupil Premium Strategy 2024-27.**

### **Challenge 3 – SEMH**

All Incidents ( <i>Worried About a Child</i> and <i>Behaviour</i> categories)				
Table 6	Behaviour Incidents (SEMH)		'Worried about a Child'	
	All	Disadvantaged	All	Disadvantaged
July22	262			
	All		Disadvantaged	
July23	396		239	
July 24	243		152	

We have a significant amount of pupils who have a variety of SEMH needs. A new 'Behaviour and Relationships' Policy was created and implemented this academic year. We have a team of staff supporting our pupils and families and all staff are aware of the importance of building strong relationships with our pupils and parents. There has been a reduction in SEMH behavioural incidents. This continues to be a challenge for our school, our pupils and families. We need to continue to work with our pupils to ensure their SEMH needs are met, whether this be with school staff or external professionals. **This will continue to be area in our next Pupil Premium Strategy 2024-27.**

#### **Challenge 4 – Attendance and Persistent Absentees**

Table 7	St. Luke's CE School		LA		National	
	All	Disadvantaged	All	Dis	All	Dis
July '22	91.4%	91%				
July '23	92.2%	92%			94%	
July '24	93%	91%	93.9%		94.5%	

Table 7 shows that overall, our attendance is on the rise, although we have failed to achieve our goal of 96%. We are very proactive in our strategies to support families and we are well aware that we are well below the national target of 95% and our own target of 96%. Attendance and persistent absenteeism for all our pupils needs to continue to improve, especially between PP and NPP which is why whole school attendance and persistent absenteeism remains a focus of this current plan. Attendance is central to any school improvement strategy because we know pupils experiencing success in the classroom is key to improving their life chances. Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related and subsequent cost of living issues. **The impact is particularly acute for disadvantaged pupils, which is why this will remain a clear focus for us in the 2024-27 Strategy.**

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Wellcomm	GL Assessment
Place2Be	Place2Be <a href="https://www.place2be.org.uk/about-us/impact-and-evidence/">https://www.place2be.org.uk/about-us/impact-and-evidence/</a>
The Bursary Foundation	The Bursary Foundation <a href="https://register-of-charities.charitycommission.gov.uk/charity-search/-/charity-details/5122924/accounts-and-annual-returns">https://register-of-charities.charitycommission.gov.uk/charity-search/-/charity-details/5122924/accounts-and-annual-returns</a>

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

## Further information

Our intended strategy for all our educationally disadvantaged pupils is based on three key principles:

We focus on:

- Our own Christian vision (The Starfish Story) and The Church of England's vision for Education of 'Life in all its Fullness' (John 10:10), with a common and shared purpose of partnership. We focus on the importance of positive relationships (staff, pupils, parents, governors, external partners and the wider community) Further highlighted in Luke 10:27; 'He answered, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, 'Love your neighbour as yourself.
- The highest expectations of all staff and pupils and a clear and shared understanding of what constitutes high quality classroom practice through our use of our rights (to be respected, to learn and to be safe)
- Leadership at all levels – a clear and shared ambition for and understanding of the individual learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.